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NASAP Newsletter

**September/October,  
2013**

Jamie Stone O'Brien,  
Editor

## PRESIDENT'S MESSAGE



Dear NASAP Family,

Recently one of my former students, who teaches in Montana, invited me to be a guest speaker (via Skype) in her “Theories of Counseling and Psychotherapy” course. The students had read about Adlerian therapy, so I spent the first half of the class clarifying key points of Adlerian psychology and therapy and the last half answering questions. Of all the questions asked, the one I liked best was: “What do you like best about Adlerian therapy?” Given there are so

many things to like about the Adlerian approach (what’s not to like?), I had to pause for moment to thoughtfully respond to the student’s question. I began my answer by explaining that Adlerian theory and therapy is an integration of psychodynamic, cognitive, behavioral, systemic, and existential/humanistic perspectives. It was the first strength-based approach, the original positive psychology. It is an encouragement-focused approach that optimistically emphasizes humans’ assets and capabilities rather than their deficits and disabilities. Then, I provided a specific answer to the original question: “What do I like best? I like the fact that Adlerian theory’s integrative perspective and optimistic focus allows me to be a therapeutic chameleon in my work with clients.” I could see the students via Skype and it was fun watching them thinking about what a therapeutic chameleon might be. After giving them a minute to process the idea, I told them that the beauty of the Adlerian approach to therapy is its flexibility. Adlerians can be both theoretically consistent and technically eclectic. Different clients may require

**Next submission due date is December 1st, 2013.**

Please send submissions, questions, and/or comments to  
NASAPnews@gmail.com

different therapeutic metaphors. One client may prefer a narrative-oriented approach, another a solution-focused orientation, and yet another a cognitive-behavioral or systemic one. Adlerian therapy's comprehensive theory allows the therapist to do whatever is in the best interest of his or her client, rather than forcing the client—and his or her unique situation—into a narrow, inflexible framework; that is, it allows the therapist to be a therapeutic chameleon.

I'm interested in your feedback about these ideas. Please feel invited to contact me.

Be encouraged and encouraging to others.

Richard E. Watts, Ph.D., NASAP President

Phone: 936/294-4658 Email:rew003@shsu.edu

## **EXECUTIVE DIRECTOR'S REPORT**



We are busy organizing the numerous proposals that are coming in for the NASAP Conference, May 22-25, 2014, in Chicago, IL. It looks like it should be a great conference with some presenters that we haven't seen at NASAP for a while. This should make for a stimulating learning experience for all.

I just returned from the South Carolina Society of Adlerian Psychology Fall Conference in

Myrtle Beach and it was another wonderful success. This is their 31st year of running the practitioner's conference each September.

We are now gearing up for the Council of Representatives (COR) meeting in Fort Wayne. The COR meets twice a year; once at the annual conference and again in the fall to do its main work. The COR will be selecting the conference presentations from among those submitted and with the board of directors will be setting the directions for NASAP for the next year or so. The COR is composed of the representatives from each Section and also representatives from those Affiliate Organizations that have at least 5 general members (Professional, Student, Retired, Family) of NASAP. This year will be the COR's first meeting in Fort Wayne as a group and so we are hoping that they will find Fort Wayne a comfortable and welcoming venue. Since we're not in Hershey, I'm sure some will have a chocolate craving just because they are used to filling up this time each year. So we've planned a tour of Fort Wayne's own Debrand Chocolate factory just for a slight diversion. The COR will also be

nominating members for the offices of Vice-President, Secretary, Treasurer, Section Liaison and Affiliate Liaison. These elections will take place in the late winter or early spring. If you have any interest in one of these offices and are willing to serve or you wish to suggest someone for one of these positions, call one of the COR members – they are listed under governance on our webpage or contact Steve Stein, our past-president who coordinates the nominations.

I got an interesting note from Jane Griffith this month. She brought an article to my attention that she wanted me to share with some of you. It's in the NewScientist Magazine. The article, Chance inheritance: The subtle power of birth order by Lesley Evans Ogden BEGINS with the following sentence:

The psychiatrist Alfred Adler, a contemporary of Sigmund Freud, was convinced that our place among our siblings influences what he termed "style of life." (NewScientist, Vol 219 (2933), September 7-13, 2013, pp 41-43.

The magazine has a website also – [www.newscientist.com](http://www.newscientist.com). They won't let you read a lot but you can find out where to get the complete article. Jane's son, Robert Rushing, D.C., brought the article to her attention and she thought many of our members would be interested.

Speaking of articles online, you may enjoy spending an afternoon browsing some of the articles on our new webpage, [www.AdlerJournals.com](http://www.AdlerJournals.com) where you can find digital copies of the Individual Psychologist from 1963 to 1978 (Volumes 1 thru 15) and the Journal of Individual Psychology (under various titles) from vol. 1 (1940) thru vol. 29 (1973). The Journal of Individual Psychology after 1973 is available online through EBSCO. The journals on this webpage, [www.adlerjournals.com](http://www.adlerjournals.com) are available for all to use. There are also links to the following Google Books:

The Neurotic Constitution: Outlines of a Comparative Individualistic Psychology and Psychotherapy (A. Adler, 1917)

Study of Organ Inferiority and Its Psychical Compensation: A Contribution to Clinical Medicine (A. Adler, 1917)

Praxis und Theorie der Individual-psychologie: Vorträge zur Einführung in die Psychotherapie... (A. Adler, 1920)

Unfortunately the eBook: Über den nervösen Charakter (A. Adler, 1922) has a link but it is not available any longer in eBook format.

Earl Heinrich and his staff at the Adler Graduate School in Richfield, MN meticulously prepared this collection. His team's work was supported by a grant from the Clonick Publications Fund. Hopefully, we will be able to add a few more things to this collection online. Many of these journals were provided by the Adler School of Professional Psychology's library in Chicago and also by Wes Wingett's extensive personal collection of journals. It is in keeping

with our purpose to provide these journals to the public for their use. I believe Adler would approve.

Some of you may be surprised at who some of the authors of these early articles in the journals of Individual Psychology are. Among Dreikurs and Alexandra and Kurt Adler of course are Leo Gold, Willard and Marguerite Beecher, Heinz and Rowena Ansbacher, Antony Bruck, Lydia Sicher, Phyllis Bottome, Sofie Lazarsfeld, Bernard Shulman, Sophie de Vries, Loren Grey, Eva Dreikurs Ferguson, Helene and Ernst Papanek, Bronia Grunwald, Oskar Spiel, Paul Rom, Danica Deutsch, Albert Ellis, Gardner Murphy, Adrian van Kaam, Hadley Cantril, Abraham Maslow, Paul Tillich, O. Hobart Mowrer, Viktor E. Frankl, Sidney M. Jourard, Harold Mosak, Ira Progoff, and many more.

I feel like I'm forgetting to update you about something important but . . . if that's the case, I'll be sending out an email to you.

And, don't forget to join AchieveLinks. You can earn points and help pay your dues. You can even have your friends join and send their points to you – or collect them for themselves and eventually join NASAP.

Sign up or log in to AchieveLinks today, it's simple, it's easy and there is no cost to you as a member of NASAP . Visit <http://nasap.achievelinks.com> today!

Have a great fall season!  
John F. Newbauer

## **CONFERENCE CORNER**

By the time you read this, all proposals will have been received for the 2014 Conference (to be held in Chicago, May 22-25) and the Board and COR will be finalizing plans at our October meeting! Thank you if you submitted a proposal! Thank you also if you completed the conference survey that John Newbauer, Executive Director, sent out this past summer to all members. We will be reviewing those results at the upcoming Board/COR meeting.

If I were to send out an addendum to that survey, this is the information and question I would include:

An overview: As you know, in the past few years two-day registration has been \$350 for professionals (\$150 for students and nonprofessionals). Those who were NASAP general members and registered in the early bird period got a reduction of \$50. The Saturday evening banquet has been included in all two-day registrations, and luncheons have averaged about \$50 each for Friday and Saturday. Hotel room rates vary depending on location. They were approximately \$150 per night the past two years. In Chicago they will

be \$199. The reason the Saturday evening banquet has been included in the registration fee is so that attendees can enjoy this final event together (rather than the previous format of holding excursions on the final evening that inadvertently segregated the group).

Now for the question: If you had a choice regarding conference costs for Chicago, which would you prefer:

- a) to keep things as they are: the registration at \$350 (assuming membership and early bird discounts will lower it to \$300), to keep the luncheons at \$50, and to keep the hotel rate at \$199, OR
- b) to raise the registration to \$450 (assuming membership and early bird discounts will lower it to \$400), to reduce the cost of luncheons, and to keep the hotel rate at \$199, OR
- c) to keep the registration at \$350 (assuming membership and early bird discounts will lower it to \$300) and, to reduce the costs of luncheons, raise the hotel rate to \$269, OR
- d) to raise the registration to \$450 (assuming membership and early bird discounts will lower it to \$400), to include the luncheons, and to lower the hotel rate to maybe \$179.....etc., etc.

Kind of confusing, isn't it? This is what the board has to consider year after year. On a regular basis conference attendees question the costs. Additionally, members sometimes point out that they find other ways to register at the hotel at rates lower than the conference rate. Thus, the Board has asked that I explain why this is and how we set costs.

I hear time and time again from the sales managers at our hotels that we are an expensive group to host. What they mean is that we use a lot of space for the size of our group. We typically reserve eight breakout rooms, a room for the bookstore, and large meeting spaces for meals and meetings such as the Ansbacher Lecture and Plenary sessions. What has been explained to me is that a hotel has a minimum they can expect from a group's use of the square footage. They need to recoup it either from guest room income, food and beverage sales, space rental or a combination of all. Large groups can spread the expense among their participants more affordably.

Let me give you a case in point. We are holding our 2014 conference at the Intercontinental in Downtown Chicago in 2014. After sending out a request to all hotels in Chicago that hold conferences, they were one of a few that had space available in the window of time when we wanted to meet (mid-May to late June). Of the few, the Intercontinental offered us the best contract. Originally, they wanted \$269 per night for a guest room and wanted us to pay a \$15,000 rental for the conference breakout rooms and large meeting spaces. As a result of telling them that our members would not pay over \$200 a night and some negotiation, we were able to get them to offer the room rate at \$199. We were able to waive the \$15,000 rental fee for meeting space if we agreed to purchase a minimum of \$24,000 food and beverage according to their menu prices. Another option we

could have considered to cover the rental fee was to raise the registration by \$100.

Please be assured we don't plan to raise the price of registration, but in order to cover the expenses in our contracts we count on you, the participants, to register to stay at the hosting hotel, and to purchase the luncheons if it is within your budget (including the Saturday evening dinner in the registration helps us toward our food minimum). Hopefully, this gives you a better understanding of establishing the costs of the conference.

P.S. In San Diego, I took the "Hop On Hop Off" trolley. When passing the San Diego Convention Center the driver and said that recently it hosted a convention for Comic Enthusiasts. The registration topped 150,000! It's hard to imagine, isn't it?

by Becky LaFountain, Conference Coordinator

## **A NASAP TOP 10**

### **The Top 10 Reasons You Should Be Excitedly Booking Your May, 2014 Conference Trip to Chicago**

10. The conference is being held on Michigan Avenue, aka. The Magnificent Mile, with shopping and eating and sightseeing galore!
9. You can tour the NEW Adler School of Professional Psychology.
8. It might – just might – be warm enough for the architectural boat tour. Total tourist trap. Totally worth it (I might even do it yet again...).
7. The conference is opening up with an actual Open Family Forum!
6. If you are a fan of Top Chef, Chicago boasts 6 (Yes, 6!!! - at my last count, anyway) kitchens run by Top Chef contestants. I dare you to try to hit them all in one weekend.
5. For you seasoned Adlerians, proximity will allow for an abundance of budding student Adlerians who are yearning to soak up your knowledge and marvel at your contributions to NASAP. And who doesn't love a little healthy adoration now and again?
4. Chicago's expansive and efficient public transportation system will allow you to hit all those Top Chef restaurants, the boat tour, sports games, etc., without having to miss much of the convention.
3. The incredibly inclusive conference topic is drawing interest from new and exciting presenters!
2. If you come in a day early, you can go to a Cubs game while they still have a chance to make the World Series!

1. The Conference Committee is going to unveil a new, refreshed conference schedule that's sure to leave us all abuzz! (stay tuned to future newsletters for that unveiling)

## **DAN ECKSTEIN: IN MEMORIAM**

**Dan Eckstein  
1947-2013**

The first time I ever saw Dan Eckstein, he appeared “out of place.” It was in 1995 at my first NASAP Delegate Assembly meeting in Chicago. I knew none of the thirty or so people who sat around the many tables that formed a large rectangle and felt a little uncomfortable with this new group of strangers, most of who knew one another from previous meetings. All wore attire appropriate for such a meeting except for one who came in just before the meeting began. Dan was wearing a sweatshirt and orange baseball cap and while it was also his first meeting, his ready smile and the humility that he reflected made him my target at the first break we took. Our affection for one another was immediate and that day we began a succession of more than 50 days of meetings over the next nine years during which we almost always sat side by side. My love of making people laugh and his ready sense of humor were a perfect fit, albeit at times disruptive to the “serious” matters being discussed at any given moment.

NASAP has been a great gift for me in many different ways, but not any as important as the many relationships it has allowed me to form with people that I would never have known. My “brother” Dan was one of them. Whenever I thought of him, I smiled. He so loved life. Once when I was in graduate school, I saw a black and white poster of an old tombstone in a cemetery. It was cloudy and in winter, as one could see by the barren trees. In the upper left hand corner in white letter it read “Most people die when they are 30...” Then as your eyes scanned the graveyard scene to the bottom right hand corner, you saw additional white letters that read “they are just not buried for another 40 years.” I stared at that picture for some time and made myself a promise...”Not me! I will learn to surf when I am 70!” Dan was a wonderful example of living and growing every day of your life. His childlike exuberance for new adventures was both risky and growth producing for we only move forward by leaving what we know for sure. Like most Adlerians that I have known, Dan was a model for courage, trying new things, and learning something useful with every decision.

I lost count of the number of times that he wrote to me and shared the next new job that he was offered and that this one was going to be the dream job of all time. Sometimes they did not work out so well, and while Dan would always give 110% to any effort in which he was

engaged, he would be saddened to learn that he was perceived as “out of place” and soon be on his way to his next stop in life’s journey. That journey seemed to take him from the tropics to cold climates in a repeated fashion. When he recently shared his excitement about the San Diego job he was to begin in September, I responded by congratulating him—not for landing his latest “dream job,” but for becoming the highest paid migrant worker in America.

Dan had many highs and lows throughout his life. He accepted the highs with great emotion and humility and the lows as opportunities to grow. After being drafted by the Green Bay Packers, he was the last man cut from their roster. Some would have turned to drinking or drugs...Dan turned to pages in a book that he wrote so others could learn from his experience. This was just one of more than 20 books and countless articles that he wrote through his illustrious career as a teacher, author, researcher, consultant, and therapist. I never saw him engaged in any of those roles where he was not loving, sensitive to the needs of others, and emotional. He shed more tears than any man I have ever known because of the deep connection that he felt for all others. He tried to help all those who might be experiencing difficulties with words of encouragement or personal examples from the numerous times that he had made something even better after sustaining a fall. His love of God and others was reflected in all he did and said.

I will miss my friend, brother, and encourager greatly...tears flow as I write these words. With his childlike desire to “see” and explore, Dan climbed the side of a cliff to get a better look at the river below and God’s creations all around. He slipped and fell to his death. But this greatest of all falls that my friend experienced gave birth to his most glorious ascension! For while we often act like the many things that complicate our lives are a matter of “life and death,” the truth is that everything is a matter of death and life. “Dynamo” Dan will never be out of place again.

-Jim Sulliman

## **THE COURAGE TO ENCOURAGE**

### **The Courage to Encourage: An Action Study on an Adlerian Training Workshop for Elementary School Teachers**

An ongoing Adlerian workshop on classroom leadership/management skills for 26 elementary school teachers in Taipei, Taiwan has been conducted since summer, 2012, and will continue until summer, 2014. This training workshop is sponsored by the MOXA Foundation, a nonprofit organization whose mission is to advocate for better environment, education, and health in the community. The workshop is free to the participants with provisions of meals, refreshments, and honorarium for the workshop leaders. In

addition, the Foundation provides ongoing secretarial and volunteers' help for the project. At the time of the present writing, there have been 21 sessions (6 hours per session) completed. The format includes lecture, supervision, small groups that encourage intimate interactions and large group discussions led by a team of three leaders (the authors) and the project coordinator.

Encouragement training was the main focus for the workshop during the first half year. Initially, the trainees encountered some challenges. Teachers expressed difficulties of implementing active encouragement in the classroom. It was easy for the teachers to differentiate the concepts between praise and encouragement but very hard to practice true encouragement with students. The authors rephrased the obstacles shared by the teachers and organized their narratives into 45 items of concerns. From these concerns, the authors were able to pinpoint five factors that underlined these difficulties when practicing encouragement. They were a) personality/beliefs, such as being more prone to reason than to encourage, b) strategic deficits, such as using a monotone voice and routine wording, c) environmental threats, such as perceived conflicts with other colleagues, d) pressure, such as a heavy workload, and e) student-teacher interactions, such as children misbehaving. When compared to the teachers (n=74) who did not participate in the workshop, the "Adlerian" teachers significantly perceived their environment to be less threatening and friendlier. No difference was found between these two groups for the other four factors.

As suggested by the results of the study, environmental threats as a discouraging factor for teachers to implement encouragement in schools is an critical issue which may influence the outcome of teacher training. The authors speculate that the expressed difficulties had more to do with the teachers' perceptions than their strategic rhetoric practices of encouragement. An analysis of the teacher narratives suggests that Adlerian training significantly helped the teachers to become aware of the possible environmental factors when they take courage to face, treat, deal with, and eventually reduce threats. Based on the Adlerian beliefs in social interest, the authors recommend that teachers could be empowered through an open forum where teachers can systematically address issues and barriers existing in schools that may prevent teachers from offering encouragement to students.

- Dr. Yuh-Yin Wu, Dr. Ying-Shi Chang, Jane Wu, Dr. Shu-Chen Wu

## **ANOTHER ADLERIAN PASSES ON: MARY BEAMES**

The Island Adlerian Group on Vancouver Island recently lost a member of their community. Mary Beames was not a trained Adlerian, but she actively attended meetings for many years. Mary was the wife of the

late Tom Beames, who taught at the Adler School in Vancouver while he worked as a counselor and wrote a handbook of Adlerian terms. It was through her husband that Mary became acquainted with Adlerian theory and her Adlerian community valued the 'common sense' that she brought to their meetings. She will be missed.

## WELLNESS FOR LIFE: CONNECTIONS



As I begin typing, I'm aware of a number of thoughts racing across my mind. I find myself starting to sort those that are pertinent to this piece. In doing so, a random, fleeting thread comes to the forefront: Fall is almost here, yet there may be some lingering thoughts about summer.

Seems like summer has become strikingly evident by way of the usual tell tale signs: hot, hotter, hottest, and in some places.... Well, before I divulge the descriptors, thought you'd like to be aware of the origin, in order to fully convert one's mindset. If any of you, and I know some are, familiar with Texas chili or hot sauce, then... And, for those of you who are not acquainted, let's say, there's quite a recognition range on the taste buds thermometer, to the adjectives / names given. Getting back to this revelation, "Beware: Comatose Heat" = explosive. That about sums it up at the far end.

Okay, in order to keep the balance, the other end of the spectrum could be, "Toad Sweat" = slightly hot. I don't know about you, but I'm not versed on how/if toads sweat. So, let me know if any of you could shed a bit of light on this. Some of you may not have thought of summer in quite this manner. There's a first time for everything!

When presented with the word, "connections", one's mind interprets an array of possibilities such as work and play, challenges and faith, music and memories, parent and child, mind and body, curiosity and knowledge, travel and transportation linkage, spirituality and healing, animals and people, young person and MP3 / XBOX, teacher and student, the distance between point A and point B, soap and water, vinegar and oil, a bat and ball or even peanut butter and jelly. Another perspective can be links of a chain or living cells constantly in motion providing some function.

Category-wise, we may be drawing attention in terms of acquaintance, associate, affiliation, alliance, association, attachment, bond, correlation, link, partnership, or even collaboration. In simple terms - 'person who aids another in achieving a goal, something that connects, links, something that communicates, relates.'

(Thesaurus.com)

They are as abstract or concrete as their uniqueness. They can be of a positive nature or a challenge in life and can even defy logic.

How many of us stop and notice we're making a connection? We're more likely to acknowledge it in its entirety rather than its parts.

Interestingly enough, a British professor and science historian by the name of James Burke had the same idea. During 1978, he produced a ten-part series documentary tracing the historical interrelationships between invention and discovery, which aired on the BBC. It was a great success. As a result, it was brought across the pond to watch in America. He contends that there is a direct, successive connection utilizing an interdisciplinary approach interlinking discoveries, scientific achievements and events in viewing history and the world today especially reflecting areas of modern technology.

Burke's assertion of focusing on the whole is based on Gestalt psychology: the aspect of perception. For example, when we see something like a flower, it initially registers as a flower before the recognition of the stamen, pistil, petals, stigma, peduncle, etc. - its parts. Thus proposing that the whole is greater than the total of its parts. We see it for what it is - a flower.

There may be times in life that may require medical expertise. Whatever the situation, you want to feel confident, trusting, be comfortable in speaking with and have the ability to contact the physician if requiring anything. At the same time after following their dos and don'ts, you want to go on your merry way with their blessings to resume your 'abi-normal'.

routine → LIFE. Some of you can relate: connect.

Medicine is unceasing in change, particularly in finding treatments and cures that continually challenge us. In the pursuit, I wonder if the focus has become too narrow and lost, a highly regarded entity along the way, qualities of "the ol' fashioned doc". The one that set 'time' that wasn't timed, per say, allowing for both discussion and "true listening: ability to hear and understand where the patient is coming from in order to ease concerns or fears."

In other words - communication at its finest → connection. It is a quality rarely seen today, yet I can attest, it is out there. You see, this was shared with me by a young doctor who discovered how valuable this is during her residency. She not only continues practice this, she advocates its importance with other physicians.

So before I come to the 360 degrees point - close, I'd like to share a couple of things I came across while researching.

Everything the Power of the World  
Everything the Power of the World does  
is done in a circle. The sky is round,  
and I have heard that the earth is round

like a ball, and so are all the stars.  
The wind, in its greatest power, whirls.

Birds make their nests in circles,  
for theirs is the same religion as ours.  
The sun comes forth and goes down again  
in a circle. The moon does the same,  
and both are round. Even the seasons  
for a great circle in their changing,  
and always come back again to where they were.

The life of man is a circle from childhood to childhood, and so it is in  
everything where power moves.

~ Black Elk ~  
told through John G. Neihardt

Another secret from Harry and Mabel Stout of Hagerstown, MD,  
celebrated their 75th Anniversary on 9/5/99: "You shouldn't get mad  
and stay mad. If you have a little spat once in a while, get over it." One  
of their sons, Ron Frank believed that the foundation of their  
successful marriage: "is due to their connection to family and  
connection to each other. He said they "just thrive on life."  
- By Sheri & Bob Stritof marriage.about.com

As we go about our daily lives, we all have something in common:  
connections. It's up to you, both young and seasoned. My daily Rx  
(prescription) for you, "May you strive toward true connections!"

Stay well and hydrated.

Warm Fuzzies

## **A SYSTEM FOR ENCOURAGEMENT**

A Systematic Encouragement Training Program for Taiwanese  
Parents and Teachers  
Taipei, Taiwan

Adlerians believe that the use of encouragement is important for  
parents and teachers when educating children. Encouragement could  
help parents to improve relationships with children and create an  
atmosphere of cooperation and mutual respect in family settings.  
Encouragement is also a key factor to learning in classroom  
environments. Nevertheless, few parents and teachers experience the  
value of encouragement, let alone know how to encourage children.  
Adlerians also recognize that systematic training is the best way for  
effective training program (Evans, 1996). The article presents a  
systematic encouragement training program in Taiwan that proved to

be effective for parents of kindergartners and teachers of participating elementary schools.

#### Five Advantages of the Word Based Encouragement Training Program

Encouragement can be defined as “a process that focuses on the individual’s resources and potential in order to enhance self-esteem and self-acceptance” (Dinkmeyer & Eckstein, 1996, p.7). The basic methods of encouragement include valuing and accepting the child, using words that build the child’s self-esteem and self-adequacy, and planning of success (Dinkmeyer & McKay, 1996). While there are many different ways of encouraging, a language-focused training approach of encouragement possesses some special advantages (Chang, 2013):

1. People use words to communicate in daily life
2. Words can convey details about children’s behaviors.
3. Words can enhance clarity of meaning.
4. There are many way to use words of encouragement such as email, cards, and short messages (e.g., audio messages or sticker notes). People can explore and discover their most desired way of encouraging others.
5. It is easy to record spoken or written words, so the words of encouragement could be refined by discussions and thus, benefit from supervision.

#### Five Encouragement Languages

There are specific types of communication or “languages” that teachers and parents can use to convey encouragement effectively. Based on the authors’ experiences of providing encouragement training in Taiwan, they have proposed that there are five “languages” of encouragement. These five languages of encouragement as following:

1. Focusing on assets, strengths, and resources.
2. Pinpointing contributions.
3. Recognizing efforts and progress.
4. Showing faith in the child.
5. Conveying acceptance.

#### Five Steps for Encouragement Languages Training

The encouragement language training is delivered with the methods/steps devised by the authors.

1. Concepts: Introducing key concepts of each language, illustrating the reason why these specific languages can improve a child’s self-esteem.
2. Examples: Showing encouragement language examples at two levels: a) one single sentence of encouragement and b) a case story of a parent or teacher talking to children with specific language of encouragement.
3. Composing & Rehearsal: The trainees are asked to compose

sentences of encouragement according to the differing given situations. They rehearsed with partners by speaking encouraging words they composed to give to each other. Afterward, the trainees shared and reflected on their experiences expressing words of encouragement they composed.

4. Practice & Recording: The trainees need a lot of practices talking to children with specific sentences of encouragement. Therefore they used audio recording to enhance their learning.

5. Supervision: Trainees share their experiences via recorded practices. The trainer should lead the trainees to encourage each other, and facilitate learning processes.

The systematic encouragement training program could help trainees to know more about encouragement both cognitively and experiential in the following ways:

1. They recalled and learned from their own experiences both encouraged and discouraged.

2. They learned the principles and examples of encouragement from lectures.

3. They provide and received encouragement from one another other and the trainer in the small group.

4. They practiced how to encourage in the training session and their real life.

The systematic encouragement training program adheres to a clear content and procedure for the trainer. Parents and teachers who received encouragement training have proved to be more skillful on encouraging children than those who did not receive training. Many parents and teachers who were initially doubtful actually changed their attitudes about encouragement.

-Ying Shi Chang (Oliver), Ph. D., Jane Wu, Ph.D. & Yuh-Yin Wu, Ph.D.,  
Shu-Chen Wu, MA

## **A CALL FOR MANUSCRIPTS**

### **Journal of Individual Psychology Special Edition: Trauma, Crisis and Disaster Counseling**

From the devastation of hurricane Sandy on the East Coast, to deployment in war zones, to mass shootings in a Colorado theater and a Connecticut kindergarten, the words "Crisis," "Trauma" and "Disaster" have become common in our collective vocabulary. The question of how to react as humans, and how to respond as Adlerians and clinicians, causes us all to rethink our ideals about human nature, prevention, and intervention.

Drs. Ken McCurdy and Paul Peluso are serving as guest editors for a

Special Edition of the Journal of Individual Psychology dedicated to Trauma, Crisis and Disaster Counseling. The editors would like to invite authors to submit manuscripts for this Special Edition that focus on incorporating the Individual Psychology of Alfred Adler within the provision of counseling and psychological services, parent education, and counseling related services for individuals and groups who have experienced trauma, crisis, and survived disasters. Manuscripts addressing the following topics are of particular interest: assessment, counseling and education of crisis and disaster survivors; assessment and counseling of trauma and crisis for active duty military personnel and veterans; and assessment and counseling of trauma survivors. Manuscripts should adhere to the "Submission Requirements" outlined in the Journal of Individual Psychology. The Deadline for manuscript submission is February 1, 2014. Manuscript submission requires both hard copy and electronic formats. Send an e-mail to Ms. Alyson Eagle, (Graduate Assistant) eagle002@gannon.edu, with the manuscript attached in Microsoft word format, and mail one paper copy of the entire manuscript to the address below. Both the hard copy and email submission should include a mailing address, phone number, e-mail address, and a short biographical statement (e.g., 3 sentences) for each author of the manuscript. The author's name or authors' names should appear on the title page only. Any missing information will delay review of the manuscript. All manuscripts undergo a masked peer review process.

Manuscripts and any questions should be submitted to:

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## **A CALL TO ANNOUNCE YOUR BOOKS**

This past spring the website of the International Association of Individual Psychology (IAIP) was revised. There is the expectation that new books by Adlerian writers will be announced on it. To have your book considered, please send your information to Giansecondo Mazzoli, Secretary General of IAIP, at giansecondo.mazzoli@gmail.com. In the meantime, please take a look at the website at [www.iaipwebsite.org](http://www.iaipwebsite.org).

Becky LaFountain, V.P., IAIP

## **PUBLICATION ANNOUNCEMENT**

Two new editions of Cooperative Discipline by Linda Albert are now available. The English reprint is available from Linda Albert ([lindasomatron@gmail.com](mailto:lindasomatron@gmail.com)). A Mandarin translation is available from Social Science Academic Press in Beijing ([ssapchina.com](http://ssapchina.com)). Also new is an online Cooperative Discipline Graduate Course offered by the Regional Training Center of New Jersey ([thertc.net](http://thertc.net)).

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